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ABSTRACT

This publication supplements an earlier publication, "What Do You Like about Yourself? Developing a Positive Self-Concept" that presented an introduction to self-concept and included activities that could be used with students of all ages. This particular document, divided into two parts, includes additional ideas and activities that relate to self-concept development, with special emphasis on the importance of self-concept in relation to decision making and problem solving. Part I lists topics in which the relationship of self-concept and decision making can be integrated, lists teacher and student objectives, reviews definitions, and discusses the thinking process. Part II contains 43 activities, most of which are designed to be duplicated and handed out to students. The directions or notes to the teacher can be removed or covered when making student copies. The activities should be adapted to meet the needs and interests of students. Activities cover these representative topics: criticism within a context of positive reinforcements, brainstorming, triad thinking, alternatives, thinking skills, technology today, ethical dilemmas, assertiveness, community service, aging, differences, moods, your place and space, images, inner and outer self, self-image, and rewards. The appendix includes a 47-item bibliography, a matrix of all activities coded to the teacher and student objectives, a list of Future Homemakers of America/Home Economics Related Occupations activities, a page of suggestions for using teams in the classroom, a "lesson on leisure" module, and bulletin board ideas. (YLB)

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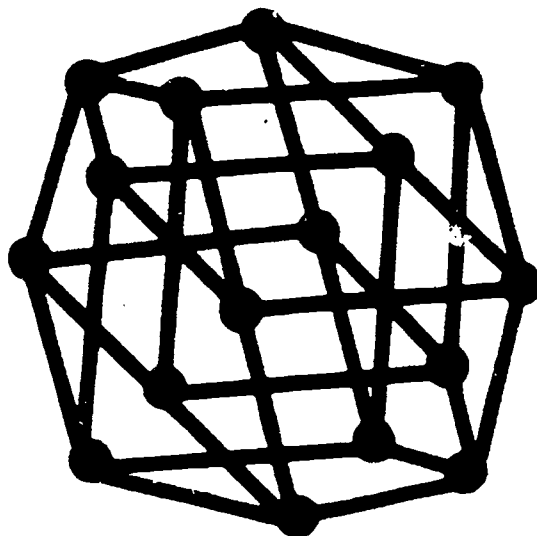
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Developing A Positive Self-Concept Part II



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Foreword

National and state educational goals and initiatives promote the development of a positive self-concept for all young people. As teachers, we play an important part in the continuous development of self-concept in our students. Not only are we responsible for providing learning experiences, but for structuring the learning environment to enhance the development of self-concepts in our students.

In writing the monograph, *Developing a Self-Concept II*, Lee Cibrowski and Shirley Slater have developed and compiled many learning strategies that provide us with ideas and inspiration that will enhance our teaching. The Home Economics Association is proud to publish this monograph.

On behalf of the Association and the Executive Board, I would like to thank Lee and Shirley for their work and dedication in preparing this publication. I would also express our appreciation to Dr. Janice Wissman and the Home Economics Education Association Publications Committee for their work in reviewing and publishing *Developing a Self-Concept II*.

Ruth Anne Schultz, CHE
President, 1991-1993

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who
field tested the activities.



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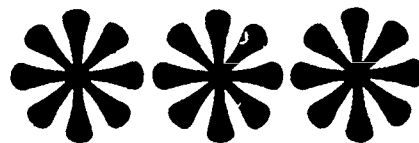
Preface

Our first Home Economics Education Association monograph, What Do You Like About Yourself? Developing A Positive Self- Concept!, was published in 1982. That publication presented an introduction to self-concept and includes activities that can be used with students of all ages. We suggest that teachers refer to that publication for a review of the following information:

- ◆ Self-concept development
- ◆ Relationship of self-concept to teaching and learning
- ◆ Guidelines for selecting and using self-concept activities
- ◆ Evaluation of self-concept activities
- ◆ Self-concept activities in the classroom
- ◆ Over 60 specific self-concept activities
- ◆ Bulletin board ideas
- ◆ References

This publication, Developing a Positive Self-Concept! Part II, includes additional ideas and activities that relate to self-concept development. A special emphasis has been placed on the importance of self-concept in relation to decision making and problem solving.

Lee Cibrowski and Shirley Slater



PART I

TO THE TEACHER

Introduction

Self-concept is how we feel about ourselves and is related to everything we do and every decision we make. The person who has a positive self-concept is willing to take risks and will use more resources to solve problems. In turn, the person who has a variety of alternatives to use in making decisions will feel better about him or herself. Therefore, developing skills in decision making can help one to develop a more positive self-concept.

People who have poor self-concepts often feel there is only one answer or solution to their problems. They may give up if that one solution does not work. Developing skill in thinking of several alternatives can lead to more self confidence. Alternatives can be evaluated by citing pros and cons, consequences, values, and goals.

Intrinsic motivation can also be used in evaluating alternatives. How do you feel about the action? How will you feel after the action? How might others feel about your action? What if everyone took the same action? What effect will your action have on others? Will any of your alternatives be more or less beneficial to society? The person with a positive self-concept is more likely to include the impact on others as a part of the decision making process.

*... without healthy love of self there can be no genuine
love for anyone else.*

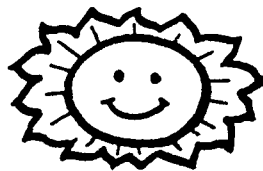
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Application

The process of relating self-concept development to decision making and problem solving provides opportunities to apply this process to a variety of topics. The study of many current issues and concerns could be enriched by exploring the role of self-concept in the problem or decision. Students can analyze the role of their own self-concepts and also become sensitive to how the self-concepts of others may be related to the action taken.

The relationship of self-concept and decision making can be integrated in topics such as:

- ◆ Aging and the Elderly
- ◆ Child Care Issues
- ◆ Citizenship
- ◆ Creativity and Creative Thinking
- ◆ Ecology and the Environment
- ◆ Entrepreneurship
- ◆ Ethical Issues and Dilemmas
- ◆ Futuristics
- ◆ Global Issues
- ◆ Health Care
- ◆ Leadership
- ◆ Leisure Time
- ◆ Nutrition
- ◆ Parenting
- ◆ Political Issues
- ◆ Special Populations
- ◆ Substance Abuse
- ◆ Technology
- ◆ Volunteerism
- ◆ Violence



*The act of giving of self does wonders for
changing negative feelings into positive
ones.*

Sish & Shallcross

Objectives

Teacher Objectives

- T1. Recognize the importance of student self-concept in relation to the teaching and learning process.
- T2. Accept the uniqueness of individual students.
- T3. Integrate self-concept activities into various topics in the curriculum.
- T4. Plan opportunities for students to succeed and be recognized in a positive manner.
- T5. Emphasize basic skills such as reading, writing, computing, and verbal communication while using self-concept activities.
- T6. Incorporate self-concept activities in the decision making and problem solving process.

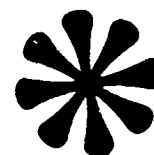
Student Objectives

- S1. Recognize own self as an unique individual.
- S2. Accept own self-worth.
- S3. Recognize the uniqueness and worth of other individuals.
- S4. Analyze the positive aspects of one's past life in relation to present life and future goals.
- S5. Set goals that will help in the development of a more positive self-concept.
- S6. Recognize the role of self-concept development in the decision making and problem solving process.

[Note: Each activity in Part II is coded to these objectives in a matrix located in the Appendix.]

Review Of Definitions

Analysis	<ul style="list-style-type: none">◆ separating or breaking material into parts◆ determining the relationship of parts to each other and the whole◆ taking one step, portion, or piece at a time to clarify overall idea
Concept	<ul style="list-style-type: none">◆ mental image, idea, or opinion
Decision Making	<ul style="list-style-type: none">◆ the art of deciding an issue or question◆ making a judgment◆ drawing a conclusion◆ making up one's mind
Problem Solving	<ul style="list-style-type: none">◆ presenting and dealing with a difficult or uncertain situation or question◆ solving a puzzling or perplexing problem
Self-Concept	<ul style="list-style-type: none">◆ how we feel about ourselves◆ our perception about ourselves◆ what we feel others think about us◆ includes a variety of dimensions and subparts
Self-Esteem	<ul style="list-style-type: none">◆ value we assign to ourselves◆ evaluation of our perceptions about ourselves
Self-Confidence	<ul style="list-style-type: none">◆ feelings about personal competence
Self-Respect	<ul style="list-style-type: none">◆ feelings about personal worth



Reflections

- ▲ Believe in yourself. Think positive. Think can instead of can't and forget about "if only" and "but".

*Expectations we have of ourselves often set the
pace for winning or losing.*

Peele

- ▲ Look for the positive, even in negative events.

*Do not put your faith in what statistics say until you
have carefully considered what they do not say.*

William W. Watt

- ▲ Ask yourself what is the worst that can happen in a situation and get on with life.

There is no failure except in no longer trying.

Elbert Hubbard

- ▲ Be the sort of person that makes things happen instead of a person that things happen to.

The price of greatness is responsibility.

Winston Churchill

- ▲ Try to see the humor in things and learn to laugh at yourself.

You grow up the day you have the first real laugh--at yourself.

Ethel Barrymore

- ▲ Learn from your mistakes and be willing to admit when you are wrong.

*If you think you understand everything that
is going on, you are hopelessly confused.*

Walter Mondale

- ▲ Learn to express yourself so others will know how you feel.

The music that can deepest reach, And cure all ill, is cordial speech.

Emerson

- ▲ Learn to be flexible with others and remember that sometimes the hardest thing to do is to give in.

. . . a thousand-mile journey starts with one small step.

Lao-tse

- ▲ Set some goals and be master of your own fate. Planning provides a feeling of power and gives meaning to your life.

*When you get right down to the root of the meaning of the word
"succeed," you find it simply means to follow through.*

F. W. Nichol

- ▲ Be the kind of person you would like to know. Be aware of others and their needs. Remember that other people also have self-concepts.

Love thy neighbor as thyself, but choose your neighborhood.

Louise Beal

Thinking About Thinking

According to Kenneth R. Chuska, we live in a society that seems to value knowing more than thinking. As the author of Teaching the Process of Thinking, K-12, Chuska pointed out that answers are often considered more important than the process of thinking. Although answers are important, most people need to learn how to develop thinking skills that can be applied to all aspects of their lives.

Chuska listed four conditions that are needed if thinking is to occur and be productive. These conditions are:

1. Something to think **about**.
2. Something to think **with**.
3. Some **ways** in which to think.
4. Something to think **for**.

He presented a model that included generic categories that would encompass any subject matter in any content area.

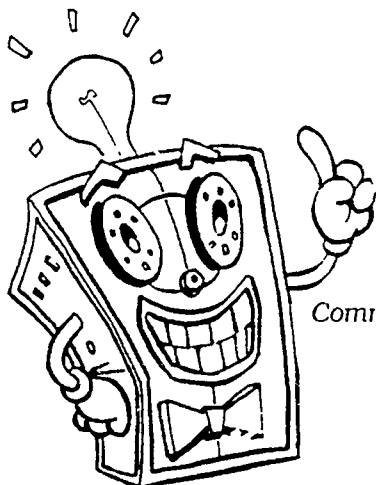
The list of something to think **about** includes: actions, events, ideas, issues, objects, other living things, people, persons, places, problems, processes, situations, systems, and themes.

The list of something to think **with** includes: facts, ideas, our own experience, the experience of others, observations, testimony, beliefs, and emotions. Data for thinking can come from a variety of sources including print and non-print materials, people, and real objects.

Some of the **ways** in which to think include comparing, classifying, summarizing, synthesizing, predicting, evaluating, reorganizing, goal setting, problem solving, decision making, using analogies, imagining, identifying pros/cons, identifying consequences, observing, and creating.

Chuska pointed out that there must be a reason for thinking. Some of the reasons **for** thinking include: resolving a controversy, identifying a problem, solving a problem, making better decisions, evaluating what exists, relieving anxiety or stress, completing a task, creating something, generating ideas, satisfying an interest, and for personal growth.

The thinking process can start through any of the four conditions needed for thinking to occur. Teaching the Process of Thinking, K-12, is Fastback Number 244, published by Phi Delta Kappa Education Foundation. This 28-page booklet by Chuska included many helpful ideas that can be used to develop a model for teaching of thinking in any content area. The author also included a section on how thinking can be evaluated. Integrating this type of model or process into the curriculum could strengthen decision making and problem solving.



*Common sense is not so common.
Voltaire*

PART II

SELF-CONCEPT ACTIVITIES

The activities in Part II can be used in a variety of ways. Most of the activities are designed to be duplicated and handed out to students. The directions or notes to the teacher can be removed or covered when making student copies.

The activities should be adapted to meet the needs and interests of students. Some of the activities work well when done orally as part of a discussion. Other activities may be more effective as visual presentations such as overhead transparencies or posters.

Feel free to modify or revise the materials. Be selective and use the activities that seem most suitable for your situation. The activities are in no special order; however, some can be used in sequence for an indepth exploration of a topic or a process. Some of the activities have been adapted from ideas that are common knowledge and be found in a variety of sources. Other activities have been published by the authors in FORECAST, Illinois Teacher, curriculum guides, and newsletters.

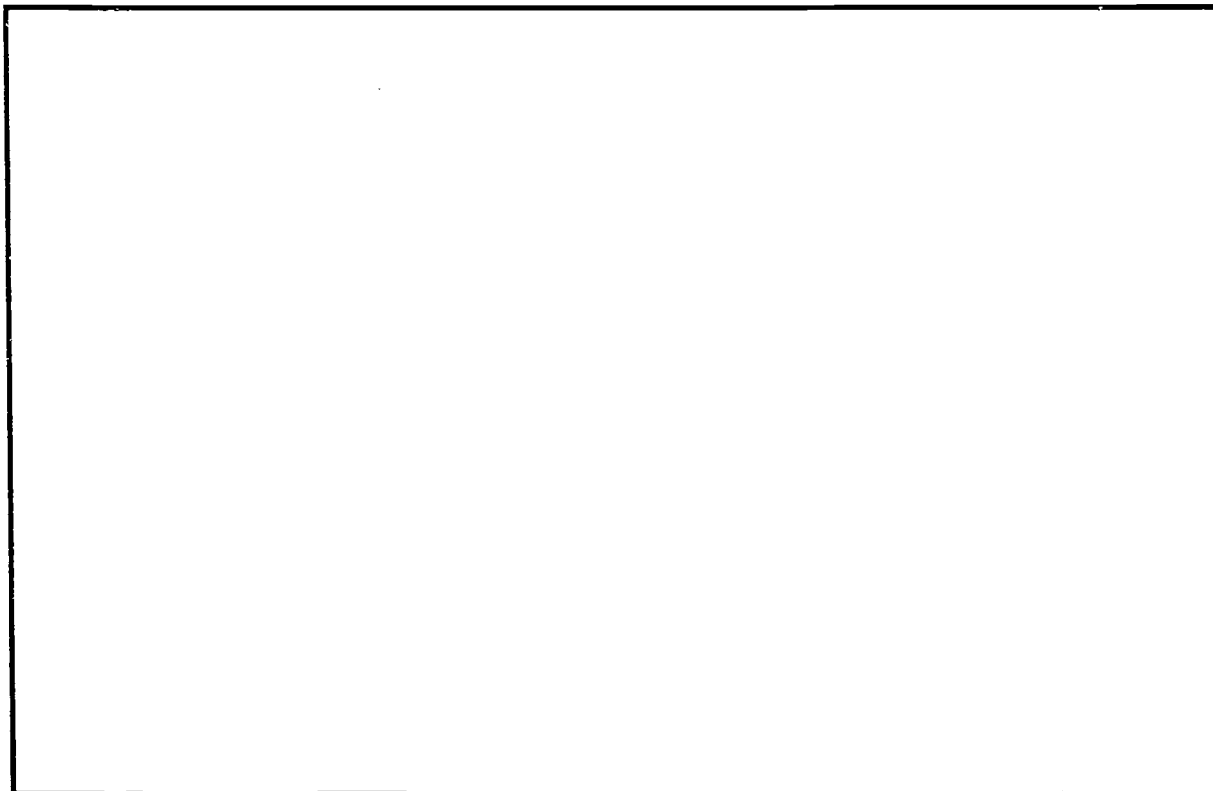
The appendix includes: a matrix of all the activities coded to the teacher and student objectives, a list of FHA/HERO activities, a page of suggestions for using teams in the classroom, a "lesson on leisure" module, and bulletin board ideas. Hopefully, these materials will be helpful to teachers who integrate self-concept activities into the curriculum.

Now . . . An Activity For You, The Teacher

Draw A Teacher

Directions

Draw a picture of a teacher who is teaching a class. Do not worry about being artistic.



Please turn the page to analyze your drawing.

Analysis

Look at your drawing and answer these questions to yourself.

1. Is the teacher you? If not, why not?
2. Is the teacher drawn in greater detail than the rest of the picture? If so, does this suggest that you are presently more concerned with the teacher role than with anything else?
3. Is the teacher behind the desk or in an authority pose?
4. What role is the teacher playing? lecturer? helper?
5. Are there any students in the room? If not, why not?
6. Is the teacher larger than the students? Why?
7. How are the students arranged in the room?
8. Do the students all look alike or are there individual differences?
9. How old are the students?
10. Are the students active or passive, interested or bored? What are the students doing?
11. Is there any interaction between teacher and students?
12. Is there any evidence of student work in the room?
13. Are there any visuals or resources shown?
14. Is there any evidence of subject matter?
15. What physical characteristics of the classroom are shown in the picture?
16. Are there any signs of technology?
17. What would make the room a better place for teaching?
18. What would make the room a better place for learning?

Instructions for Draw A Teacher activity adapted from Teaching is... by Harmin & Gregory.

[Note: This activity could be adapted for students to draw-a-teacher or to draw-a-student. These drawings could be analyzed and discussed by the students.]

The greatest discovery in our generation is that human beings by changing the inner attitudes of their minds can change the outer aspects of their lives.

James

Evaluation

Take a few moments to think about yourself--as a person and teacher. What are your goals as a teacher? What are your goals for your students? How do you feel about yourself? How would you rate your self-concept on the following scale?

1	2	3	4	5	6	7	8	9	10
(negative)		(fair)		(average)		(positive)		(plus)	

It is important for teachers to have positive self-concepts. You must like yourself before you can like and help others. Take time for yourself and your own personal and professional development. You may want to try some of the self-concept activities yourself.

◇ ◇ ◇ ◇ ◇ ◇ ◇ ◇ ◇ ◇ ◇ ◇ ◇ ◇

A Point To Ponder **How To Criticize Painlessly**

The trick is to place the criticism within a context of positive reinforcements. This is sometimes called the "sandwich" method.

1. Begin with two positives

Example: "You really are a well-seasoned traveler."
"You have all of the best gear for hiking."



2. Insert your criticism

Example: "I wish we could stay in step when we hiked."

3. Add one more positive

Example: "I notice that you can adapt easily to most things."

4. Finish with a ray of hope

Example: "Maybe tomorrow we'll be able to get harmony into our stride."

The Universal Traveler by Koberg & Bagnall

How does this message relate to self-concept development?

How can this technique be used with students in different situations?

How can students use this technique with others?

Play Ball

(A Brainstorming Demonstration)

Level One: Idea Generation

The more ideas or possible solutions we have when making decisions, the more confident we feel. Brainstorming is one way to generate a large number of ideas in a short period of time.

Remember. . .there should be no criticism or evaluation during the brainstorming session. Encourage participants to be creative and open to all ideas.



Now . . . Play Ball!

- Step 1** Each person should write down a list of words and phrases that include the word BALL. [3-5 minutes]
- Step 2** Ask who has the most words and write that number on the board. [One person working alone may have about 15.]
- Step 3** Move people into small groups and share their individual lists. Next, have them try to double the number of words and phrases generated by one person. In this case, they should try for at least 30 in 4-5 minutes. [This step will demonstrate the value of a team effort and should trigger some new ideas.]
- Step 4** Ask which group has the most words and write that number on the board. [There should be 30-40 ideas from a group.]
- Step 5** Ask someone from that group to read their list while others listen and check their lists.
- Step 6** Ask other groups to add to the list and try to double that number. Someone should keep track of the additional words and phrases. [There may be 60-70 after this step.]
- Step 7** Discuss the brainstorming process with the group.
- How did the small groups and large groups help double the ideas generated?
 - Did some ideas "trigger" other ideas?
 - Did some people try to evaluate or criticize?
 - Do you ever brainstorm when you are making a decision?
 - What are some topics we may brainstorm on a routine basis? [Examples: What to wear or what to eat.]
 - Why is brainstorming a good warm-up for decision making and problem solving?
 - How do you feel when you can brainstorm a number of ideas quickly?

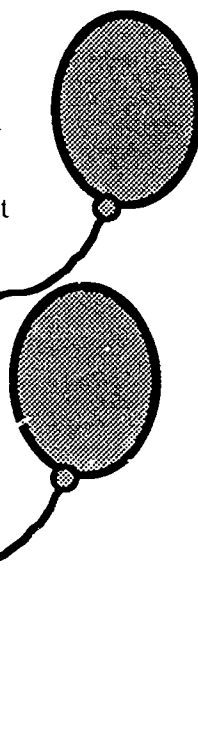


There are over 100 words and phrases that include **BALL**. After using this activity you may want to develop a key in alphabetical order or in categories. Some examples of words and phrases are listed below:

Ballroom
Black ball
Ball park
Military ball
Snow ball
Ball game
Football
Lucille Ball
Ballpoint pen
Melon ball
Crystal ball
Basketball
Foolz ball
Ball bat
Handball
Ball of fire

Volleyball
Screw ball
Gum ball
Lint ball
Bowling ball
Tennis ball
Golf ball
Ping Pong ball
Porcupine ball
Ballpark franks
Beach ball
Ball State
Soft ball
Cotton ball
Fur ball
High ball

Baseball
Balloon
Ball & Chain
Cheese ball
Ball glove
Ball & Socket
Meatball
Ballerina
Sourball
Eight ball
Eyeball
Soccer ball
Que ball
Ballot
Spit ball
Baliad



Additional topics for brainstorming to generate ideas:

- How many uses can you think of for a brown paper bag, a coat hanger, a brick, a pile of newspapers, a large trash bag, an empty pizza box, leftover wallpaper, used greeting cards, a plastic bleach bottle, old automobile tires, a worn out quilt, or any other item you might throw away.
- What can you do with a large number of one type of item such as 1000 empty thread spools or 300 men's ties or 5000 old tires or 2000 jump ropes?
- What can you create from a combination of items such as a broken rocking chair, an umbrella, a cane, a flashlight, and a wagon?
- What can you recycle that will benefit you and the environment? How can recycling be encouraged in your school or community?

To Play Ball means to

- follow the rules,
- consider others on the team,
- set and work toward goals,
- have a variety of plays or alternatives, and
- have Plan A, B, C, and D.

Self-concept and decision making are related and each can influence the other. So, develop a positive self-concept, improve decision making skills, and be ready to **Play Ball** in the game of life.

Level Two: Problem Solving

Idea generation is a quick and easy way to demonstrate or practice brainstorming. Problem solving is the next level of brainstorming and is more difficult. Remind participants not to criticize or evaluate during the brainstorming process.

- Step 1** Define a problem that needs to be solved. *Example:* Home economics has an image problem. We need to do a better job of promoting home economics in our schools and communities. Could we use the FHA/HERO organization to make home economics more visible?
- Step 2** Form a question. *Example:* How can we increase the visibility of home economics and FHA/HERO, in a positive manner, within the schools and community?
- Step 3** Brainstorm alternatives in small groups and share best ideas. Collect all ideas and develop a master list that can be evaluated.

[Note: See appendix, page 53, for a list of ideas that was compiled from a brainstorming session at the HEEA breakfast meeting at AVA in Orlando, Florida in 1989.]

Level Three: Evaluation

There are several ways to systemically evaluate the ideas generated during brainstorming. The method most often used is a matrix that is developed using criteria that relate to the stated problem. The ideas can be rated using a system of points, a plus (+) minus (-) or question mark (?), or a yes/no/uncertain for scoring purposes. The question mark or uncertain response usually means that there is a need for research or additional information.



Example
Evaluation Matrix of Selected Ideas
for
Increasing Visibility of Home Economics and FHA/HERO

CRITERIA

Ideas	Cost	Time	Legality	Morality	Resources	Image	Total/Comments
Letter in FHA/HERO (similar to lettering in athletics)	?	+	+	+	?	+	Need to do some additional research
Skywriting	-	?	+	+	-	?	Could have some problems
Bake sale	+	+	+	+	?	-	Biggest problem is the image it would project
Adopt a local politician	+	+	+	+	+	+	Best idea
Child care for community event	+	?	+	?	?	+	Need to do additional research, especially about type of care

SCORING: + / - / ? OR Yes / No / Uncertain OR Assign Points

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

*The creative process is any thinking process which solves
a problem in an original and useful way.*

H. Herbert Fox

Evaluation Matrix

Criteria

Ideas	A	B	C	D	E	F	Total or Comments
1.							
2.							
3.							
4.							
5.							
6.							
7.							

SCORING: Could be any below:

- 1 - 5; with 1 low and 5 high
- +, -, ?
- A, B, C, D, F
- Excellent, Good, Fair, Poor



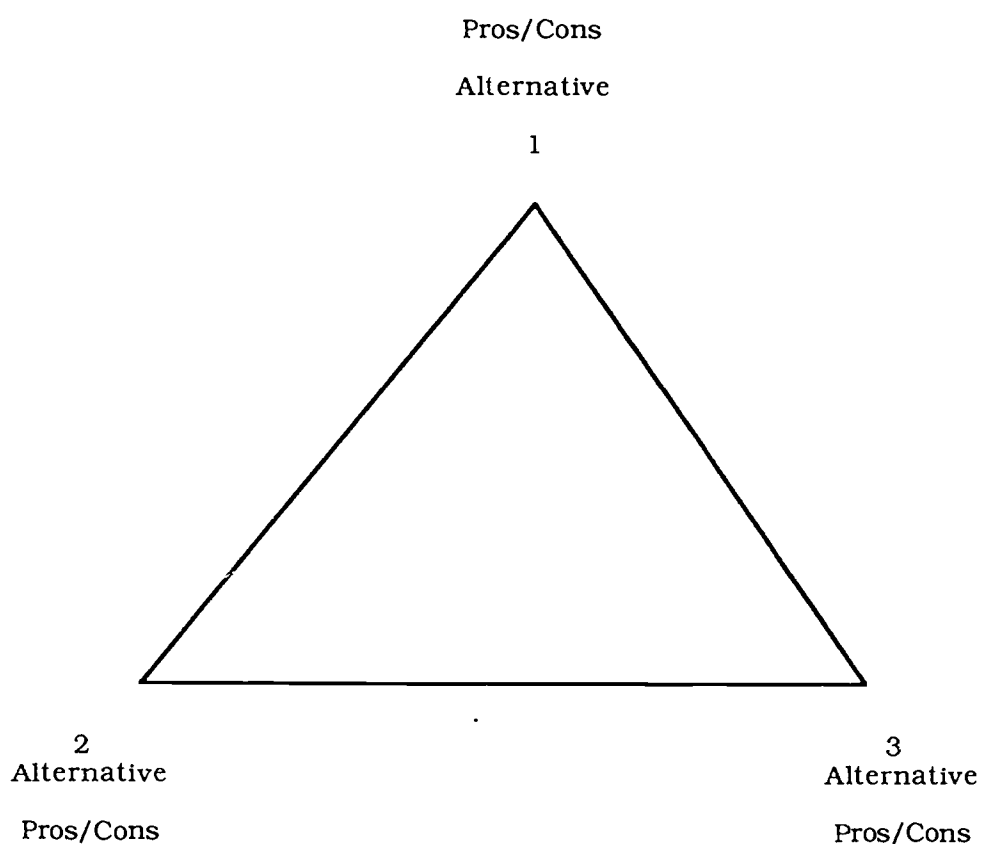
CRITERIA: Could include any below:

- Cost
- Time
- Feasibility
- Acceptability
- Usefulness
- Legality
- Morality
- Suitability

Triad Thinking

Alternatives or possible solutions can also be placed on a triangle for **Triad Thinking**.^{*} This eliminates choices of only two alternatives, yes or no answers, and either/or responses. Participants should be encouraged to think of at least **three solutions** to a problem or to pick the **three best choices** from the matrix for further consideration.

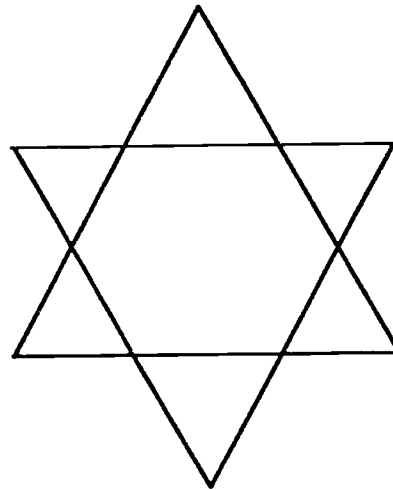
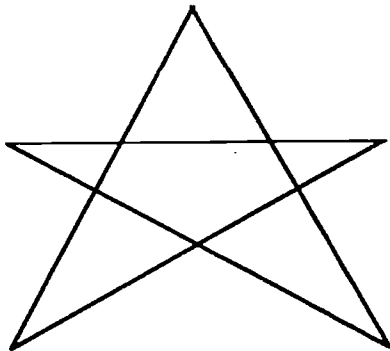
Triad Thinking is a visual tool that forces people to search for more than one or two possible solutions when making decisions. After the alternatives are placed on the triangle, it is possible to make notes about the pros, cons, and consequences of each alternative.



^{*}Adapted from Triad Thinking on the Opportunity Levels of Creative Problem Solving by Keating.

Star Model

The Triad Thinking process can be expanded to a five or six point star in order to consider more alternatives. These alternatives can then be analyzed in terms of pros and cons or consequences.

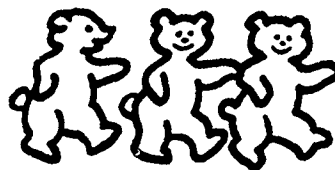


Many people are satisfied with one or two possible alternatives when they are making decisions or solving problems. However, the best answer may not be the first or second idea. Therefore, it is helpful to practice using strategies that develop skills in expanding alternatives and options. Confidence in decision making and problem solving leads to positive self-concept development. This, in turn, relates to feelings of self-worth and a willingness to take risks. The circle of success continues.

Sample questions for Triad Thinking or the Star Model:

- What could be done to help the homeless people in this country?
- What services would improve life for the elderly or disabled people in your community?
- How could students in your school be rewarded and recognized for good citizenship?
- What are some ideas you could develop into your own business?
- How can parenting skills be taught to people who are not in school?
- What would motivate people to take better care of their health?

Thinking Skills Practice Problems



Read the problems, questions, and situations below and practice your thinking skills. Use brainstorming, a matrix, triad thinking, the star model, a list of pros and cons, or possible consequences to help you explore these situations.

- ▲ What if everyone was required to wear an identification badge at all times?
- ▲ What if all students, from preschool through college, were required to wear uniforms to school?
- ▲ What if all people convicted of crimes had to wear a color coded identification bracelet?
- ▲ What if there has been an increase in violent crimes in your neighborhood?
- ▲ What if your 10-year-old car broke down and it would cost \$750 to be repaired?
- ▲ What if the state wanted to put a super highway through the town park?
- ▲ What if the electric power went off during a storm and you found out it would be off for three days?
- ▲ What if you decided to get your best friend a pet for her birthday?
- ▲ What if your family was at odds about where to go on vacation this year?
- ▲ What if the doctor told you that you needed surgery to correct a problem that would get worse in the next two years?
- ▲ What if you needed \$1,000 to pay a bill in two days and you only had \$20?

What role did self-concept play in each of these problems? Did you consider how you or others might feel in relation to the situations and the possible solutions? Can you solve the problems in a manner that could make people feel better about themselves?

Sixty Responses To A New Idea

Read these over carefully and circle the number of those statements which you have made from time to time:

- | | |
|--|---|
| 1. We tried that before. | 31. Good thought, but impractical. |
| 2. Our situation is different. | 32. Let's hold it in abeyance. |
| 3. It costs too much. | 33. Let's give it more thought. |
| 4. That's beyond our responsibility. | 34. Central office would never go for it. |
| 5. That's not my job. | 35. We'll be the laughing stock. |
| 6. It's too radical a change. | 36. Let's put it in writing. |
| 7. They're too busy to do that. | 37. Not that again. |
| 8. We don't have the time. | 38. We'd lose money in the long run. |
| 9. Not enough help. | 39. Where'd you did that one up? |
| 10. That will make other equipment obsolete. | 40. We did all right without it. |
| 11. Let's make a pilot study of it first. | 41. That's what we can expect from staff. |
| 12. Our place is too small for it. | 42. It's never been tried before. |
| 13. Not practical for us. | 43. Let's shelve it for the time being. |
| 14. The parents will never buy it. | 44. Let's form a committee. |
| 15. The union will scream. | 45. Has anyone else ever tried it? |
| 16. We've never done it before. | 46. Customers won't like it. |
| 17. It's against our policy. | 47. I don't see the connection. |
| 18. Runs up our overhead. | 48. It won't work in our situation. |
| 19. We don't have the authority. | 49. What you are really saying is _____. |
| 20. That's too ivory tower. | 50. Maybe that will work in you area, but not in mine. |
| 21. Let's get back to reality. | 51. The committee will never go for it. |
| 22. That's not our problem. | 52. Don't you think we should look into it further before we act? |
| 23. Why change it, it's still working okay. | 53. What do they do in other systems? |
| 24. I don't like the idea. | 54. Let's all sleep on it. |
| 25. You're right, but. . . | 55. It can't be done. |
| 26. You're two years ahead of your time. | 56. It's too much trouble to change. |
| 27. We're not ready for that. | 57. It won't pay for itself. |
| 28. We don't have the money, equipment room, or personnel. | 58. I know a person who tried it. |
| 29. It isn't in the budget. | 59. We've always done it this way. |
| 30. Can't teach an old dog new tricks. | 60. You've got to be kidding! |

- ✓ How do you feel when someone uses one of these responses when you suggest an idea?
- ✓ What do these responses do to the decision making process?
- ✓ What are some ways to continue a discussion after one of the above responses is made?



*Habit with him was all the test of truth,
"It must be right; I've done it from my youth."
George Crabbe*

Making Decisions

When did you last make an important decision?

How did you feel before making the decision? Afterward?

Think of a time when you did not want to make a decision. How did you feel?

What concerned you about making the decision?

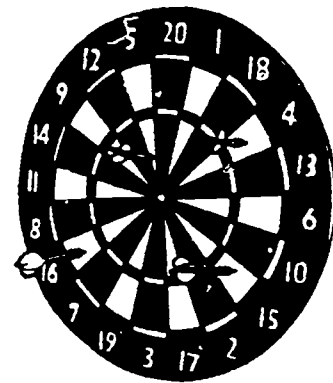
Were you afraid to make the decision? Why?

List some decisions you hesitated to make.

What happened when you hesitated?

Have you ever made a decision by indecision? Explain.

List some decisions you feel good about. Why?



Rate yourself as a decision maker:

1	2	3	4	5	6	7
(poor)	(fair)	(average)	(good)	(great)		

*Destiny is not a matter of chance, it is a matter of choice;
it is not a thing to be waited for, it is a thing to be achieved.*
William Jennings Bryan



Technology Today

What do you think about computerization of the work place, artificial body parts, electronic mail, robot secretaries, talking traffic lights, and laser surgery? Modern technology has brought about many changes over the past decade. Some of these changes may be considered positive; while others may have negative consequences. Dealing with modern technology and coping with the resulting changes can influence how we feel about ourselves and our lives in general.

Are You Tuned In To Technology?

1. List five new developments in technology that you have recently used or experienced. How did you **feel** about these technologies?

2. Can you remember the first time you tried to use a certain type of technology such as a computer or a video game? Circle the **feelings** you can remember in the list below.

Scared	Eager	Afraid of failing	Challenged	Uncertain
Worried	Hopeful	Frustrated	Fascinated	Doubtful
Interested	Competitive	Surprised	Discouraged	Happy

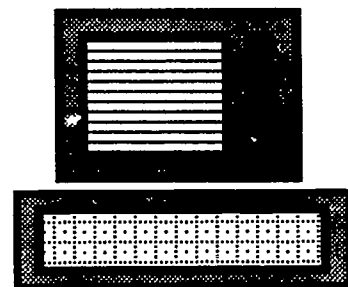
3. Select one technological development that you have used and identify at least two **positive** and two **negative consequences** of that development. The consequences can be related to you or to society in general.
4. Choose one aspect of modern technology that has had a major impact on society. Explain how some of the **consequences** of that technology could affect a person's **self-esteem**.
5. Design a new piece of equipment that you hope will make the world a better place in which to live or work. Draw a sketch of you "machine", explain its purpose, and give it a creative name. Will there be any consequences to be considered if your machine is used by a large number of people? How will you feel about yourself if your machine is or isn't successful?

Talking With Terry Techuman

Dear Terry:

As an expert who understands the relationship between technology and self-concept, what advice would you give to the person who . . .

- . . . is afraid she will lose her job when the office is computerized?
- . . . is embarrassed because he doesn't know how to use the FAX machine?
- . . . tells you the factory was a better place to work in the "good old days" before the machines were automated?
- . . . says she is too old to learn how to use the new equipment?
- . . . complains to you about the pollution being caused by new technology?
- . . . votes against purchasing new time-saving equipment because it is too technical and will be expensive to repair?
- . . . panics when the electricity is off for several hours?
- . . . suffers from stress in the work place due to technology overload?
- . . . gives his new computer a pet name?
- . . . won't buy a new car that has wrap-around seat belts or air bags?
- . . . talks back to the talking trash can in the park?
- . . . won't respond to a telephone answering machine recording?
- . . . wants every new accessory that comes out for his model of computer?
- . . . plays video games for 5 or 6 hours at a time?



Lottery Winner

You have just won \$10,000,000 in the lottery. The rules require you to spend the money within the next year on five different items. You cannot save any of the money. List below what you would buy and explain your decision. Good luck!

What?

Why?

1. _____
2. _____
3. _____
4. _____
5. _____

How did you make your decision? What does your decision reveal about you?

× × × × × × × × × × × × × ×

Emergency

Your home is on fire and you have 5 minutes to get out of the house. All of the people and pets are safe. What five things will you be certain to take with you to safety?

Five Things

Rank in Order
of Importance

Why Selected/Saved

1. _____
2. _____
3. _____
4. _____
5. _____

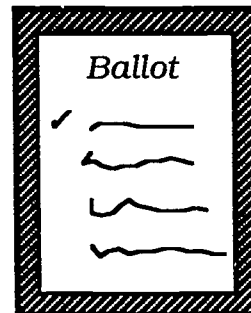
How did you make your decision? What does your decision tell others about you?

[Note: Students could do these activities alone and then discuss their responses in small groups.]

Election Time

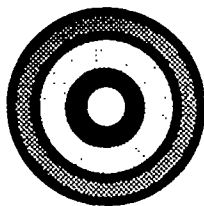
1. Your best friend is running for an office and plans to focus on some issues that are very important to you. How far will you go to support this person and this cause? Check those you will do.

- ☐ Sign a petition
- ☐ Put up posters
- ☐ Donate funds
- ☐ March in a demonstration
- ☐ Go to jail
- ☐ Other (please list)



2. How did you decide what actions you were willing to take?
3. What influenced you most in making this decision?
4. Do you feel good about yourself as a result of your decision?
5. List several campaign issues you would address if you were running for an office at school, in the community, the state, or at the national level.
6. Why do people who run for public office need to have positive self-concepts and feel good about themselves?

The biggest liar in the world is They Say.
Douglas Malloch

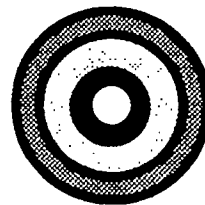


Ethical Dilemmas

1. You are engaged to be married to a person who just had an accident and is now a paraplegic. Will you still go through with the marriage? What will influence your decision?
2. Your mother is in pain and paralyzed. The doctor said she will die soon. Your mother begs you to give her poison so she can die. What will you tell her?
3. When you park your car you scratch a brand new sports car. No one saw what happened and you are from out of town so no one will know it was your fault. What will you do?
4. Your best friend just told you that she has AIDS. She doesn't plan to tell anyone else yet. She asks you if she can stay at your house for a few weeks until she decides what to do. What will you advise her to do? Will you let her stay with you?
5. You see two people fighting in the parking lot. One asks you for help. What will you do?
6. You just found out that a close friend is a drug dealer. What will you do?
7. You are on vacation at an expensive resort. There are several homeless people sleeping near the beach. A messy, unkept person asks you for some money for food. What will you do?
8. You are having trouble on an important test. You can easily look at someone else's paper and you will not be caught. What would you do in this situation?
9. A person you respect tells you that it is okay to cheat because everyone else does. He says that "getting caught" is the real crime. How would you respond?
10. You are working part-time in an office and receive minimum wage. Would you take items such as pens, pencils, and paper clips home for your own use? Why?
11. You have witnessed your best friend being physically abused by her boyfriend, who is the student council president. What would you do?

Discussion Questions:

1. What role does self-concept play in making ethical decisions?
2. Think about some real ethical dilemmas you have faced. What factors influence your decision?
3. How would you feel if someone told you that you did make the right decision? The wrong decision?
4. Would the opinions of others influence how you view yourself and the decisions you may make in the future?

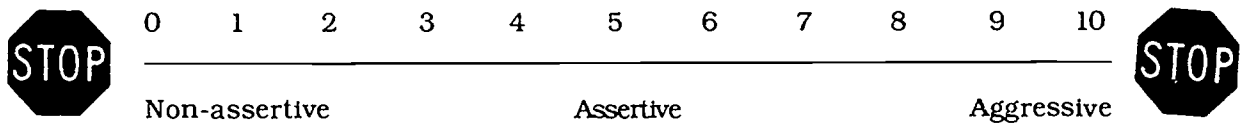


*We can secure other people's approval, if we do right and try hard;
but our own is worth a hundred of it.*

Mark Twain

Assertiveness Activities

Assertiveness can be viewed in relation to a continuum that ranges from non-assertive behavior to aggressive behavior.



Most people find that their behavior changes due to situations and circumstances. However, you should be assertive when the situation is important to you. It is helpful to practice these skills in order to be prepared.

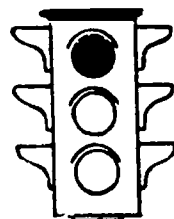
Situations:

- A. You order a steak medium rare in a restaurant and it arrives over cooked.
- B. You are pressured to give a donation to a cause you do not care to support.
- C. You are constantly interrupted by a friend when you are working on a special project.
- D. You have a co-worker who regularly uses vulgar language around you even though you have asked that person to stop.
- E. You have a friend who pressures you to drink at parties so you can be a part of the group.

Practice:

1. For each situation, discuss or role play some possible responses from a non-assertive person, an aggressive person, and an assertive person.
2. Think of other situations that might occur at home, school, or work.
3. Discuss or role play possible responses to those situations.
4. Rate yourself on the 10-point scale in relation to how you usually respond to situations.
5. Discuss the relationship between self-concept and the assertiveness scale. Why do some people who have a poor self-concept seem to be non-assertive while others seem aggressive?
6. Think of an example that explains how the decision making process of a group can be influenced by a member of the group who is assertive, non-assertive, or aggressive.

*You never fail until you stop trying.
Florence Griffith Joyner*



Community Service

Many people believe that we should give something back to our community. Some schools even require a certain number of hours of community service for graduation.

In your opinion. . .

✕ Why is community service important?

✕ Who benefits most from community service projects?



✕ Why is volunteerism increasing?

✕ What types of community service projects are available in your community?



✕ What are some service groups in your community?

✕ How could more community service be encouraged in your school or town?

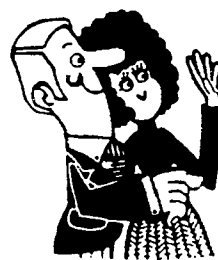
✕ What are some pros and cons about community service projects and activities?

✕ What types of service have you given to your school or community?



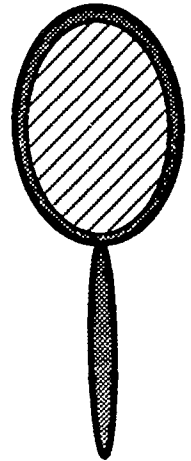
✕ How does volunteering to help others make you feel about yourself?

Growing Older



1. What age would you like to be for the rest of your life? Why?
2. Draw a picture titled "This is me at 63."
3. Interview people from 8 to 80 years old and compare their answers on questions such as "What are the advantages and disadvantages of growing older?"
4. Make a chart of your Top Ten favorite activities at the present time and indicate which activities you think you will still be doing at 30, 40, 50, 60, 70, 80, 90, 100.
5. Analyze the media in relation to how elderly people are portrayed. Are there any stereotypes of older people? If so, give some examples.
6. Present a role play of "the older" generation in the years 1982, 1992, and 2002.
7. Have a "Grandparent Panel" to discuss hobbies, interests, careers, talents, problems, health, traditions, and/or concerns.
8. Write a paper or give a 3-minute talk on the topic "Ten People Who Became Famous After They Were 70 Years Old."
9. Put up a bulletin board that emphasizes older people who make news. Collect newspaper clippings, magazine articles, and advertisements that feature elderly persons.
10. Compile statistics related to our aging population. Compare lifespans "then and now". Project future population trends.
11. Design the ideal retirement environment for your retirement years.
12. Write a retirement speech to be given about you when you retire.
13. Write a letter to your great-grand children. Tell where you are and what you are doing.
14. Your Uncle Bill, who is now 39, asks you to help him plan ahead for his retirement. What could he do now to start getting ready for the future? What is involved in planning for retirement?
15. Analyze how elderly people have been portrayed in textbooks, story books, poetry, songs, greeting cards, holiday advertisements, novels, history books, and catalogues over a 10 year period of time.
16. Conduct a survey to find out what sports are preferred by men and women who are over 75 years old.
17. Your Aunt Sally, who is 61, tells you she plans to take hang glider lessons. What would be your reaction?
18. Plan a new television show for the adult audience over 60. Decide on the title, format, time slot, advertising, guests, and promotion.
19. Interview some people over 65 years old and find out how they made their decisions throughout their lives.
20. Take a survey of older people to find out what they like best and least about themselves now.

Differences



1. Think of someone you respect or admire who is a different. . .

- **RACE** than you (a) _____
- **GENDER** than you (b) _____
- **RELIGION** than you (c) _____
- **AGE** than you (d) _____

2. How are each of these people different from you?

- (a)
- (b)
- (c)
- (d)

3. How are each of these people like you?

- (a)
- (b)
- (c)
- (d)

4. Are you and these people more alike than different, or more different than alike? Explain.

5. Do the differences between you and these people really make a difference? Explain.

6. How would you **feel** if you woke up tomorrow and found that you were a member of the opposite sex? Why?

7. How would you react if everyone in the world turned blue and looked almost alike? Why?

8. How would you explain the statement that, "everyone is handicapped in some way", to a child?

9. How do children **learn** about prejudice and tolerance?

10. How does your race, gender, religion, and age contribute to how you feel about yourself?

11. How does the race, gender, religion, and age of others influence how you feel about them?

Photo Analysis

1. Select a photo in a magazine or newspaper that shows at least two people in action. Mount the picture on paper.

2. Analyze the picture using some of the following questions:

- ✗ What can you tell about the people by their clothing, hair, posture, and expressions?
- ✗ How are the people arranged in the picture? Who is in the center or looks dominant?
- ✗ Are there any nonverbal clues to the people? What about their posture?
- ✗ Is there any stereotyping by gender, role, age, or nationality?
- ✗ Are there any props or objects in the picture that influence your perception of the people?
- ✗ What mood is created by lighting, color, setting, or situation?

3. Write your analysis on another sheet of paper. Explain how you feel about the picture.

4. Share pictures and analysis with class.



5. Discuss pictures:

- ✗ How can a photograph be used to influence your opinion of others?
- ✗ Do some pictures make you feel manipulated to buy a product or think a certain way?
- ✗ Do people sometimes judge others by what they see without knowing the true situation?
- ✗ How do you feel about pictures that seem set up such as political messages, advertisements, and publicity shots?
- ✗ Do you think most people are aware of how they may be influenced by photographs?

6. Analyze television and other types of media programs in relation to how groups of people are portrayed. Look for stereotyping or discrimination of people by gender, race, culture, nationality, religion, age, and handicap. How do you feel about what you see? Why?

Make Some Music



Divide students into groups of 5 or 6. Each group is to create a short musical skit that will tell something positive about the group and each member of the group. The musical "instruments" can be keys, cans, books, papers, clapping, stomping feet, etc.

This is a good ice breaker or first day activity when students will be working in groups or teams. After the skits, class discussion could center on questions such as:

✦ How did you feel about this activity? Why?



✦ What was the purpose of the skit (i.e., get acquainted, work together, get involved, participate, get in front of the class, have fun, entertain, be creative, laugh at self, take a risk, etc.)?

✦ How did your group work together to get task done?

✦ How were decisions made?



✦ Who took leadership roles?

✦ How would you rate your group skit?

It seemed to me that much boiled down to the relative absence of fear (in creative persons). . . They seemed to be less afraid of what other people would say or demand or laugh at. . . Perhaps more important, however, was their lack of fear of their own insides, of their own impulses, emotions, thoughts.

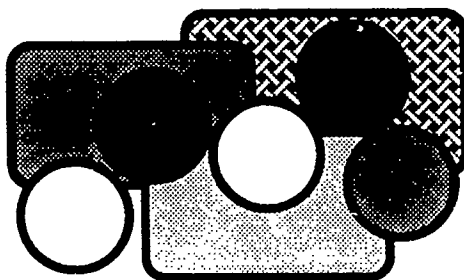
Abraham Maslow

Scavenger Hunt

1. Go on a scavenger hunt and find at least ten of the following items:

empty can
brown paper bag
paper cup
straw
red construction paper
napkin
piece of yarn
envelope
leaf
sports schedule
paper clip
grocery receipt
clean sock
hair brush
bottle opener
rubber band
rock
gum wrapper
hair ribbon
label from a can

2. Use all of the items to make a series of posters or a collage that relates to some aspect of self-concept, describes feelings about yourself, or represents your personality.
3. Pick up the trash around the school grounds or in a certain area of town and use some of the items to make posters. Have a contest to determine the best use of trash in presenting a message to improve self, to develop health habits, or to improve decision making skills. [Be sure to dispose of trash in an appropriate manner afterwards.]



*It is now a known fact that nearly all of us can
become more creative, if we will. . .
Alex F. Osborn*

Draw A Figure

Use a blank sheet of paper to draw a figure as I read the directions. Don't worry about artistic ability but do try to follow the directions.

- ⇒ I have a big head and lots of hair. *[Draw a big head with lots of hair]*
- ⇒ I have two beady eyes, a regular nose and a big mouth with sharp teeth. *[Draw this part of the figure]*
- ⇒ I have a regular size neck and small ears. *[Draw these]*
- ⇒ In real life I am about 3 feet tall and 4 feet long and I walk around on 4 legs. *[Draw the body and legs]*
- ⇒ I have a long slender tail with a tuft of hair at the end. *[Complete the figure]*
- ⇒ What am I? *[A Lion]*
- ⇒ Hold up your pictures and look around the room at the different lions.
- ⇒ Why are the drawings of the lions different? Everyone heard the same directions.



Possible responses: I'm not artistic; we didn't know what we were drawing; directions could have been better; we perceived the instructions differently; or just because we are different.

Comments: It is important to know what is expected. An objective or explanation of the goal would help. However, even with a specific objective there would be differences. Everyone is unique. We need to realize that we are unique and we should also appreciate the uniqueness of others.

Modifications: The object could be related to course content or lesson. Students could follow directions to draw a chair, a flower, a tool, an item of clothing, a food, a piece of equipment, or a toy.

Discussion: Perception is a key to following directions and communicating with others. How would you define perception? What role does perception play in a person's self-concept? In decision making? In getting along with others?

Analyze A Story

Read a short story or play. Analyze the story in relation to yourself. For example, you might answer some of the following questions:

Which character is most like you? Why?

Which character would you like to be like? Why?



Do any of the characters remind you of people you know? If so, who? Why?

Which character has the most positive self-concept?

Who is willing to take risks?



Who is afraid of someone else?

Who seems negative most of the time?

If you were the main character, how would you want the story to end?



Are there any ethical dilemmas in the story? If so, describe one situation.

Is there a moral or lesson to the story? What? How would you apply this lesson to your own life?



Story suggestions:

The Story of X by Lois Gould

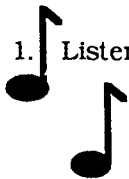
Mary and the Secret Garden by Frances Burnett

The Adventures of Huck Finn by Mark Twain

Draw A Mood

Get some plain paper and a variety of art supplies for drawing. You can use finger paint, marking pens, crayons, or poster paint.

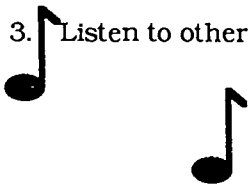
1. Listen to rock music and express your mood and feelings on the paper.



2. Listen to classical music and express your mood and feelings on another piece of paper.

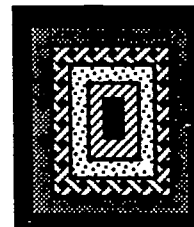


3. Listen to other types of music and express your mood and feelings on paper.



4. Compare the drawings. How did the music influence what you drew? Did the music affect the colors you selected?

5. Share the drawings and your feelings with other members of the class.

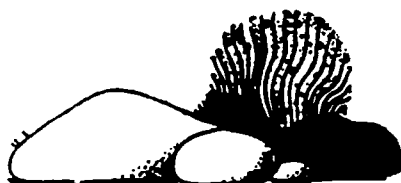


6. Discuss how music affects people and may lead to certain types of behavior.
7. Discuss some of the stereotypes about people who enjoy certain types of music. What adjectives could be used to describe stereotypes about people who listen to classical, country, rock, gospel, and popular music? How do you feel about these stereotypes?
8. Has anyone ever stereotyped you in relation to the music you enjoy, the books you read, the television programs you watch, or the values you live by? If so, how did you react to being stereotyped?

Like A Rock. . .

1. Select five items that can be easily found outside or in the classroom. Items could include a rock, spool of thread, flower, book, feather, chalk, string, stick, etc.
2. Study the items carefully and write a short essay that explains how each of the items could be used to explain your personality, your life, or how you solve problems. Share your essay with another student or the class.

Example: I am strong like a rock. I know how to survive when necessary and my friends can depend on me. However, sometimes I feel more like a spool of thread and like I am wound up tightly. I might break easily if people pulled me in different directions. I want to make my own mark in the world, but, like a piece of chalk, I sometimes feel other people want to erase me or my ideas.

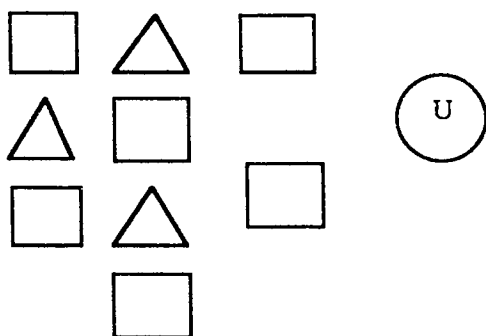


If at first you don't succeed you've running about average.
M. H. Alderson

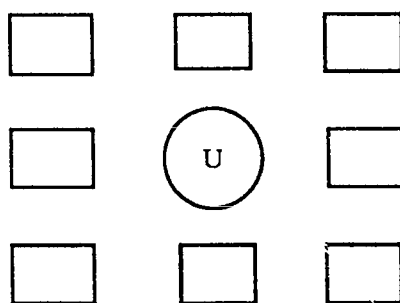
Your Place And Space

The **U** represents you. The square and triangles are other people. For each of the drawings, decide what you think is happening. What is the relationship between you and the others? How would you feel about yourself in these situations? Write a title or comment below each drawing. Draw some situations that show examples of your relationships with others. Write titles or comments below your own drawings.

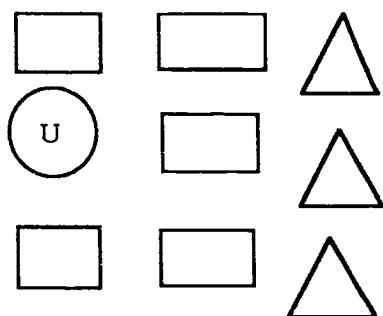
A.



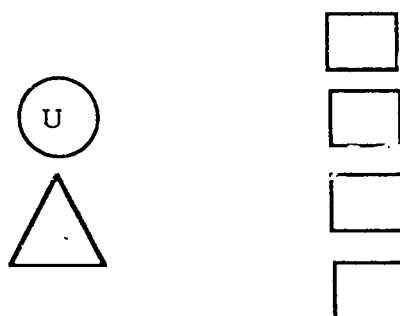
B.



C.



D.



E.

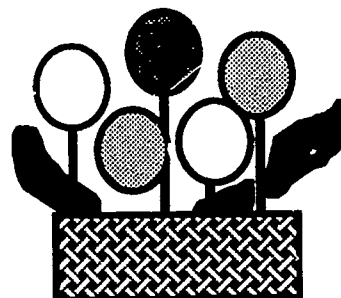


F.



Images

1. Think about some real objects. [*cars, houses, pets, **flowers***]
2. Select one specific example. [*Thunderbird, colonial, bird, **rose***]
3. List ten adjectives to describe item. [***rose** = red, colorful, nice smell, has thorns, etc.*]
4. Select another example and list ten adjectives to describe that item.
5. Review adjectives and check those that apply to you.
6. When we describe objects we may also be describing ourselves or how we feel about ourselves. Did you do this in the above activity?





Draw A Concept



Draw your definition of one of the concepts listed below. Do not use any words or letters. Use any type of drawing, artwork, graphic, or design to explain how you feel about the concept or what it means to you.

Love

Fear

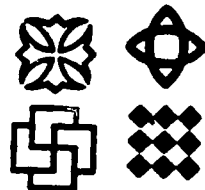
Anger

Death

Joy

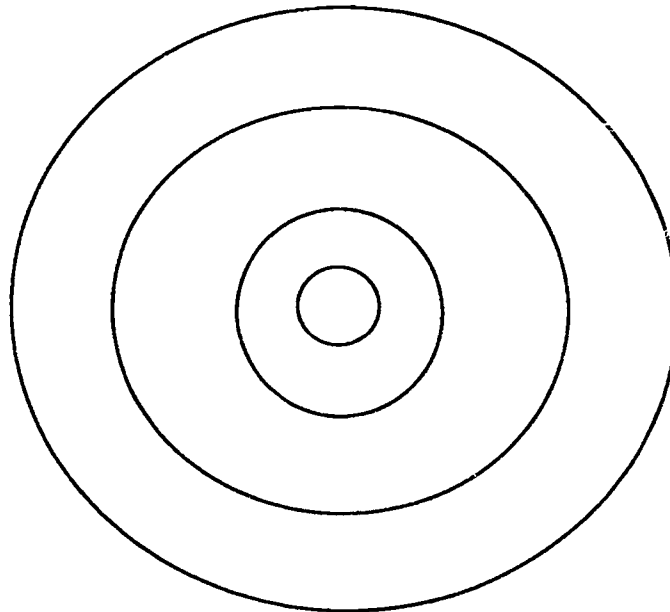
Family

- Other concepts could include Happiness, Health, Money, Freedom, School, Life, Abuse, Jealousy, etc.
- Students can make up their own concept to draw.
- Drawings could be used on posters related to a specific topic.
- Students could have a Logo Contest to promote a cause or program.



The People Around You

- Draw a circle.
- Put your name or initials in the circle.
- Draw another circle around the first one.
- Put the names or initials of those people closest to you in that circle.
- Draw a third circle around the other two and put names or initials of others you spend time with.
- Add another circle for the people with whom you spend a limited amount of time.



- Pick the people you spend the most time with and identify some positive and negative qualities of each person.
- We are influenced by those with whom we spend time. Do you want to develop some of the qualities of the people you listed? Which qualities? Why? Which qualities do you not want? Why? How do these people make you feel about yourself? Which people would you select to help you make an important decision? Why?

The ABC's Of Feelings

I feel **a**ggressive when. . .

I feel **b**ashful when. . .

I feel **c**autious when. . .

I feel **c**urious when. . .

I feel **d**isappointed when. . .

I feel **e**nvious when. . .

I feel **f**righted when. . .

I feel **g**uilty when. . .

I feel **h**urt when. . .

I feel **i**nterested when. . .

I feel **j**oyful when. . .

I feel **l**onely when. . .

I feel **m**iserable when. . .

I feel **o**ptimistic when. . .

I feel **q**ualified when. . .

I feel **s**ad when. . .

I feel **s**hocked when. . .

I feel **s**uspicious when. . .

I feel **u**ndecided when. . .

I feel **w**ithdrawn when. . .

I feel **y**outhful when. . .

I feel **a**nxious when. . .

I feel **b**ored when. . .

I feel **c**onfident when. . .

I feel **d**etermined when. . .

I feel **d**isgusted when. . .

I feel **e**xasperated when. . .

I feel **f**rustrated when. . .

I feel **h**appy when. . .

I feel **h**ysterical when. . .

I feel **j**ealous when. . .

I feel **k**inky when. . .

I feel **m**ischievous when. . .

I feel **n**ervous when. . .

I feel **p**uzzled when. . .

I feel **r**elieved when. . .

I feel **s**atisfied when. . .

I feel **s**urprised when. . .

I feel **t**houghtful when. . .

I feel **v**alued when. . .

I fell **x**-rated when. . .

I feel **z**any when. . .



The Inner And The Outer Self



1. Describe your outer self or physical appearance in ten words.
2. How could you improve your physical appearance?
3. Describe your inner self or personality in ten words.
4. How could you improve your personality?
5. Would your peers agree with your description of your inner and outer self? Why?
6. Would adults who know you agree with your description of your inner and outer self? Why?
7. Discuss the idea that the better we feel about our inner and outer selves, the more comfortable we feel about relationships with others. Do you agree? Why?
8. Set a goal to make at least one improvement to your outer self and one improvement to your inner self.

Me, Myself, And I



1. I would describe myself as being:

a. _____ b. _____ c. _____ d. _____

2. I think my family would describe me as being:

a. _____ b. _____ c. _____ d. _____

3. I think my friends would describe me as being:

a. _____ b. _____ c. _____ d. _____

4. I think my teachers would describe me as being:

a. _____ b. _____ c. _____ d. _____

5. I think my _____ would describe me as being:

a. _____ b. _____ c. _____ d. _____

6. Prepare a chart that shows how you see yourself and how others see you.



*I cannot give you the formula for success, but I can give you the formula
for failure--which is: Try to please everybody.*

Herbert Bayard Swope



Everybody Needs A Body



- ☞ My body is important to me because. . .
- ☞ I need to take good care of my body because. . .
- ☞ If I could change one thing about my body, it would be . . .
- ☞ I feel I should accept the body I was born with because. . .
- ☞ I should accept how other people look because. . .
- ☞ My body will change over the next 10 years because. . .
- ☞ The thing I like best about my body now is . . .

+ +

Your Image

- ☞ Use a tape recorder to evaluate your voice and speech. Make a list of what you like and dislike about your voice.
- ☞ Evaluate your body language by viewing yourself on video tape. What are your strengths and areas that could be improved?
- ☞ Evaluate your dress and appearance. What are your pluses and minuses?
- ☞ Consider your sense of humor. Is it appropriate? Offensive? Ill-timed? Disruptive?
- ☞ Discuss how the image others have of you relates to how you feel about yourself.
- ☞ Do you want to improve your image? If so, set some goals and develop a plan of action.

Television Interview

You are being interviewed on a national television network by a famous talk show personality. Answer the interviewer's questions as honestly as you can.

Interviewer: *Good evening! Thank you for joining us tonight. We would like to start our interview by having you tell us about the best day of your life so far.*

Your response:

Interviewer: *What is your greatest achievement to date?*

Your response:



Interviewer: *Could you tell us about your greatest failure and what you learned from it?*

Your response:

Interviewer: *What is the most important material item you own?*

Your response:

Interviewer: *If you could be someone else, who would you want to be? Why?*

Your response:

Interviewer: *What is one belief or value you would never give up? Why?*

Your response:

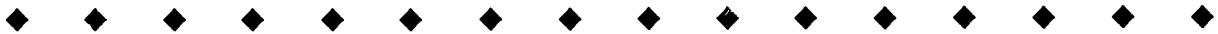
Interviewer: *What advice would you give to the people in our audience today on the topic of how to reach your goals?*

Your response:

Interviewer: *Thank you for joining us tonight and sharing some of yourself with us. Good luck in the future.*

Rewards

1. List several things you do well.
2. Write yourself a compliment for each one.
3. Design an award certificate to be given to you for one of the items.
4. Write compliments for three other people.
5. Design an award for one of these people.



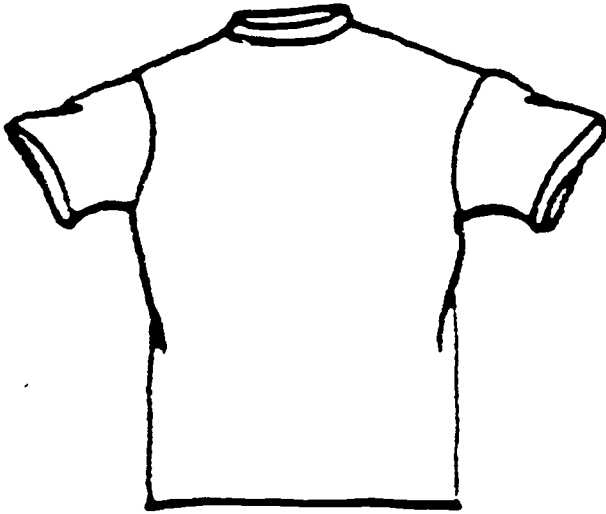
Face The Future

1. Pretend it is the year 2005. Describe yourself as you think you will be.
2. What are five of your favorite activities now? Will you be doing these same activities in 20 years? Why or why not?
3. What will you tell your friends at your 20th high school reunion? What will you be most proud of then?

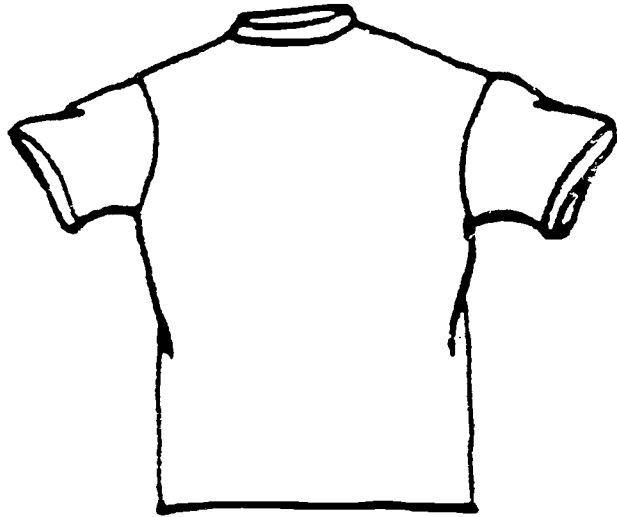
T-Shirt Designs

Many t-shirts have slogans or sayings that make statements about the wearer. Think about your many roles and write slogans for some t-shirts that make statements about you.

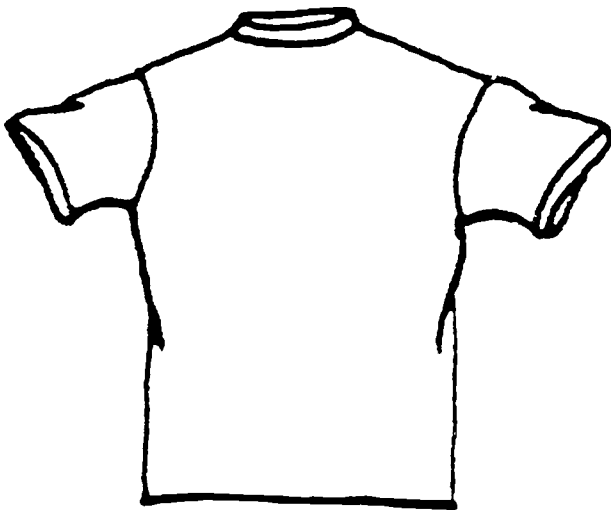
Your role as a student



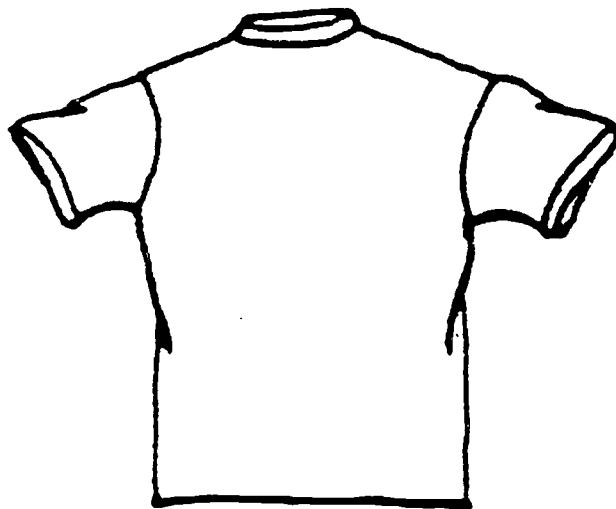
Your role as a FHA/HERO member



Your favorite hobby



Your philosophy of life



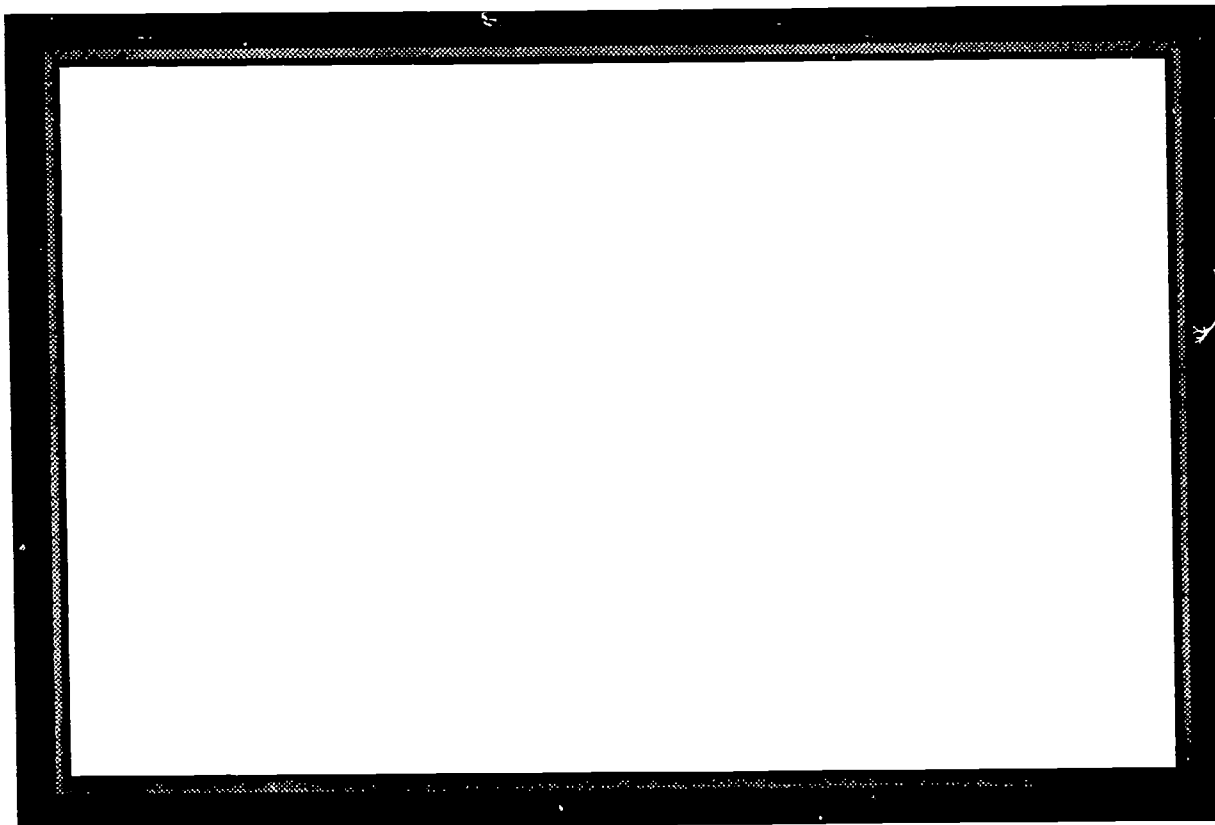
Conduct a mini-research project or a survey to identify the history and impact of t-shirt messages. How might t-shirt designs and messages become a part of a person's image?

Make A Scrapbook

Make a scrapbook that represents you and your life. Include some or all of the following:

| | |
|---------------------------------------|---------------------------|
| Your name | Favorite songs |
| Your signature | Favorite clothing |
| Your nickname | Favorite colors |
| Your life's motto | Favorite hair style |
| Your own logo | Favorite movies |
| Family tree | Favorite television shows |
| Family memories | Favorite sayings |
| School memories | Favorite books |
| Special mementos | Favorite cars |
| School activities | Favorite snacks |
| Collections | Favorite foods |
| Best advice | Favorite jokes |
| People who influence you | Jobs |
| Items you would put in a time capsule | Hobbies |

Design the cover for your scrapbook:





Write About You



Write a short story about you and your life. Write in the third person as if someone else were describing you. Include information from some of the other activities you have completed.

Example:

Mary Brown is a junior at Happy High School. She belongs to the drama club and plays the drums in the band. Sometimes Mary feels . . .



*What a wonderful life I've had!
I only wish I'd realized it sooner.
Colette*

Can It!

Encouraging the Development of a Positive Self-Concept

[Note: This activity can be used to introduce or summarize a discussion on self-concept. It is most effective when 10 or 12 real cans are used during the presentation. Pick out the cans or ideas that best suit your situation.]

Real Can

Pop/Soft Drink

Stew

Soup

Pears

Squash

Punch

Spinach

Shortening

Beans

Juice

Carrots

Beets

Meat

Tuna

Pet food

Milk

Icing/Frosting

Ham

Corn

Peaches

Hominy

Peas

Asparagus

Nuts

Pop up with the positive.

Don't **stew** about the negative.

Praise those **super** ideas.

Work in **pairs** to get the job done.

Don't **squash** new ideas.

Punch in all the pluses.

Spin each idea around to study it well.

Remember that planning can **shorten** the task.

Don't spill the **beans** when people confide.

Ignore that **julcy** gossip.

Show them you **care-a-lot**.

Offer support when they lose or get **beat**.

Meet them on their own level.

Tune in to what they are saying.

Support their **pet** projects.

Milk that special moment for all it is worth.

Remember that recognition is like **icing** on the cake.

Ham it up when the going gets rough.

This may sound **corny**.

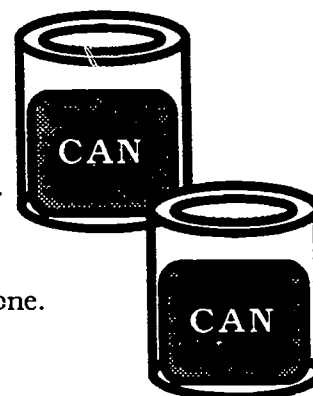
But, life can be **peachy**.

If we can work together in **harmony**.

So, **please** take time to give praise when due.

Spare us those who say it can't be done.

And smile when they say you are **nuts**.



Remember. . .

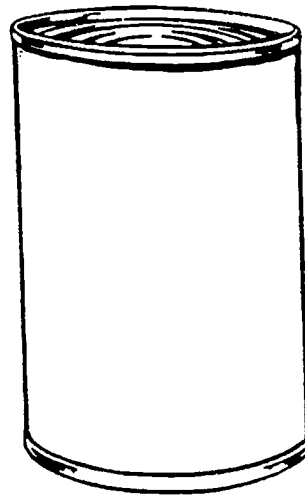
[Pull a card with **SUCCESS** written on it from a large can.]

Success Comes In Cans

You can . . .

I can . . .

We can . . .



. . . all encourage the development of a positive self-concept in ourselves and in others.

☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆

Whether you think you will succeed or not, you are right.
Henry Ford

You have no idea what a poor opinion I have of myself--and how little I deserve it.
W. S. Gilbert

If you like yourself, it doesn't matter what anyone else thinks.
Janet Evans

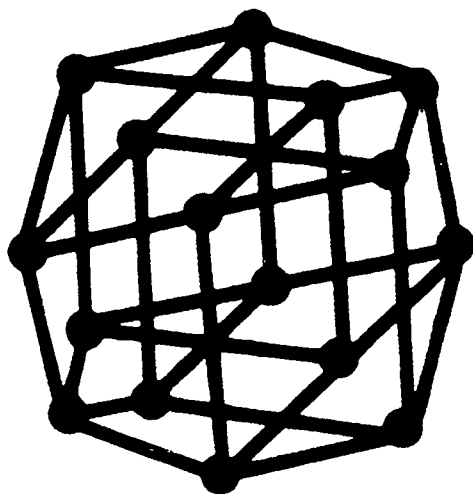
Do not let what you cannot do interfere with what you can do.
John Wooden

I've always believed that you can think positive just as well as you can think negative.
Sugar Ray Robinson

*A pessimist is one who makes difficulties of his opportunities;
an optimist is one who makes opportunities of his difficulties.*
Harry Truman

Self-Concept Design

The design on the front cover of this booklet was selected to represent the overall purpose of the publication. In your opinion, how does this design represent the development of a positive self-concept?



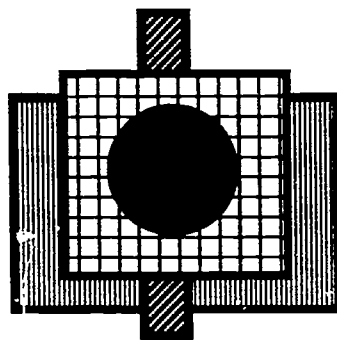
Create a design that represents your own self-concept and how you feel about yourself at the present time.

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APPENDIX



Activities Coded To Teacher (T) And Student (S) Objectives

| Activity | T1 | T2 | T3 | T4 | T5 | T6 | S1 | S2 | S3 | S4 | S5 | S6 | Page |
|-----------------------------|----|----|----|----|----|----|----|----|----|----|----|----|------|
| A Point To Ponder | X | | | X | | X | X | X | | | X | X | 7 |
| Analyze A Story | X | X | | | X | | X | X | | X | X | | 31 |
| Assertiveness Activities | | X | X | | X | | X | X | X | | X | X | 23 |
| Can It! | X | | X | | | X | X | | | | | X | 47 |
| Community Service | X | | X | | X | | | | X | | X | | 24 |
| Differences | | X | X | | | | X | X | X | | | X | 26 |
| Draw A Concept | X | X | X | | | | X | X | X | | | | 36 |
| Draw A Figure | X | X | X | | | | X | X | X | | | | 30 |
| Draw A Mood | | X | X | X | | | X | X | X | | | | 32 |
| Draw A Teacher | X | X | | | | | | | | | | | 5 |
| Election Time | | | X | | X | X | | X | X | | | X | 21 |
| Emergency | | | | | X | X | X | | X | | | X | 20 |
| Ethical Dilemmas | | | X | | X | X | X | | X | | | X | 22 |
| Evaluation Matrix | | | | | X | X | | | | | X | X | 12 |
| Everyone Needs A Body | | X | X | | | | X | X | X | | | | 41 |
| Face The Future | | X | X | | | | X | | | | X | | 43 |
| Growing Older | | | X | | X | | | X | X | | | X | 25 |
| Images | | X | X | | | | X | X | | | | | 35 |
| Like A Rock | | X | X | | X | | X | X | | | | | 33 |
| Lottery Winner | | | | | X | X | X | | | | | | 20 |
| Make A Scrapbook | X | | | X | X | | X | X | | X | | | 45 |
| Make Some Music | X | | X | X | | X | X | X | X | | | X | 28 |
| Making Decisions | | | X | | X | X | X | | | X | | X | 17 |
| Me, Myself, And I | | X | X | | | | X | X | | | | | 40 |
| Photo Analysis | | X | X | | X | X | | X | X | | | X | 27 |
| Play Ball | | | | X | X | X | | | | | | X | 8 |
| Rewards | X | | | X | | | X | X | | | | | 43 |
| Scavenger Hunt | | X | X | X | | X | X | X | X | | | | 29 |
| Self-Concept Design | X | X | | X | | | X | X | | | | | 49 |
| Sixty Responses | | | | | | X | | | | | | X | 16 |
| Star Model | | | | X | X | X | | | | | X | X | 14 |
| T-Shirt Designs | X | X | X | | | | X | X | | | | | 44 |
| Talking With Terry Techuman | X | | X | | | X | | | X | | | X | 19 |
| Technology Today | | X | X | | X | | X | X | | | | X | 18 |
| Television Interview | | X | X | | | | X | X | | X | | | 42 |
| The ABC's Of Feelings | X | | X | | | | X | X | | X | | | 38 |
| The Inner And Outer Self | X | X | X | | | | X | X | | | X | | 39 |
| The People Around You | | X | X | | | X | X | | X | X | | X | 37 |
| Thinking Skills | | | | X | X | X | | | | | X | X | 15 |
| Triad Thinking | | | | X | X | X | | | | | X | X | 13 |
| Write About You | X | | X | | X | | X | X | | X | | | 46 |
| Your Image | | X | X | | X | | X | | | X | X | | 41 |
| Your Place and Space | X | | X | | | | X | X | | X | | | 34 |

Home Economics and FHA/HERO Ideas

How can we increase the visibility of Home Economics and FHA/HERO within the schools and community?*

- Adopt a local politician
 - invite legislators to observe instruction/give presentation
- Adopt grandparents
- Analyze diets for students/athletes/parents
- Appoint student representatives to community committees
- Ask a panel of media specialists to educate us on how to provide them information
- Attend city commission meeting and do presentation
- Capitalize on evaluation team of Power of One
- Cater faculty reception or school functions for profit
- Copy chapter recognition certificate for individual members
- Create media for school/community
 - booklets for grade schools
 - brochures that describe program
 - video tape to take home
- Create news releases -- public service announcements (PSA)
 - radio
 - local cable community channel
 - TV within school
- Create bulletin boards (in school and community)
- Decorate cakes in cafeteria
- Design displays
 - showcases/windows
 - in library/in halls/in stores or malls
 - for legislators
 - food trays with fat & sugar
- Encourage home economics teachers and other teachers to combine or share classes and activities
- Establish an Advisory Council/Committee/Advisory Board
 - composed of a variety of community people
 - ask superintendent's/principal's spouse to serve
- Establish a Speakers Bureau
 - speak at community group meetings about program
 - both teachers and students
- Establish personal contacts with legislators and key members of the community
- Generate computer cards & logos
- Get more males involved
- Have governor/mayor proclaim a week or day to recognize home economics and FHA/HERO
- Hold a Career Fair
- Hold a club "rush" at school
- Hold meetings in public place
- Host a Health Awareness Day/Health Fair
 - entire school included through a 1/2 day program
 - community invited
- Host a banquet (perhaps in restaurant, not in school)
 - parent recognition
 - family recognition
- Host business person coffee
- Host Cultural Expo
- Host Recognition Programs/Assembly
 - outstanding program award
 - outstanding member (monthly)
 - combine with other recognition events within school
 - recognize community organizations that support youth

Host question/answer sessions in stores, malls, community
 Integrate FHA/HERO activities into regular curriculum
 Interview students
 -for newspaper
 -on TV
 Invite alumni to speak to classes or to community groups
 Invite community to see class projects, etc.
 Invite community people to serve as judges at Proficiency Events/Star Events/Skill Events
 Invite grandparents to serve as tutors
 Invite resource people to speak to class/assist with activities
 -legislators
 -business people
 -parents
 -administrators
 Participate in Star Events/Skill Events (especially community related)
 Plan and participate in community service projects--don't forget to publicize home economics
 and/or FHA/HERO
 -spearhead Family Involvement Task Force
 -senior center/elderly/nursing home
 -food drive
 -blood drive
 -cholesterol check
 -homeless
 -community clean-up
 -recycling
 -elderly shopping service
 -adopt a spot/adopt a highway (beautification project)
 -extended day care (latch key kids)
 -adult literacy
 -student-peer education
 Plan a fair booth
 Plan field trips
 Post locker signs when in competition or participating in skill or star events
 Prepare breakfast for teachers & parents
 Present at junior high & elementary schools
 Present at school board meetings
 Print stationary
 Promote activities over school intercom/PA announcements
 Provide child care for events
 -parents & teachers during parent-teacher conference
 -election day
 -holiday shoppers
 Publicize job placements--cooperative education--gainful employment
 Publish a newsletter to be sent to parents--use student editors for each class
 Send letters to parents
 Serve as pages, town guides, etc.
 Sew monograms/emblems/buons/badges on blazers/jackets/t-shirts/sweatshirts
 -award "letter" similar to sports
 Share materials at faculty meetings
 Solicit community sponsors--general sponsorship of a specific activity or award
 Sponsor a person for television talk show
 Sponsor all-school activity/event
 -dance
 -competition
 -assembly
 -special school days (drugs, eating disorders, nutrition, financial fitness, leadership)
 Sponsor entrepreneurship activities related to home economics
 Take leaders to state conferences & national conference



Take FHA/HERO members to meetings of other organizations, such as, the National Restaurant Association

Use attention getting items

- magnets
- balloons
- bookmarks
- bumper stickers
- grocery bags
- flyer on cars in parking lot
- hot air balloons
- sun screens for cars with FHA/HERO logo
- notecards of helpful hints
- sky writers
- newspaper inserts
- banners
- billboards
- posters

Use FHA/HERO PR Manual as a guide

Volunteer for school projects

- open house, North Central evaluation, games, luncheons

Work concessions

Work with other student organizations on school or community projects

Work with Parent-Teacher-Student Associations (PTSA)

- place messages in PTSA newsletter
- sponsor speaker with PTSA
- work with PTSA in feeder schools

Write newspaper articles/editorials/column

- community paper
- school newspaper

*This list of ideas was compiled from a brainstorming session at the HEEA breakfast meeting at AVA in Orlando, Florida in 1989. Please see **PLAY BALL** activity on page 10 in this publication.

Suggestions For Using Teams In The Classroom

- ☐ Teams can motivate student learning and encourage cooperation. Some work can be completed by teams instead of by individual students. This encourages interaction, discussion, and negotiation.
- ☐ Three to five students per team usually works well. A method other than self selection will encourage better mixes of students.
- ☐ Assigning team members alphabetically helps with record keeping.
- ☐ Teams can be utilized to facilitate classroom management if papers are turned in and returned via team folders.
- ☐ The team folder itself can be used for attendance lists, team definitions, brainstorming lists, and notes to and from the instructor.
- ☐ One or two copies of team assignments or directions can be put in each folder. One copy of a resource can be shared by team members. This saves paper.
- ☐ Teams can develop an identity by selecting a name and/or slogan or logo for the team folder.
- ☐ Teams need practice in how to work as a team. They can establish their own style of organization or operation.
- ☐ Teams need specific assignments and tasks that are to be completed during team meetings.
- ☐ Team tasks can include introduction activities, skits and role plays, debates, reports, team work sheets, presentations before the total group, research activities, team tests, and discussions of individual readings or work.
- ☐ Keeping the team members together throughout a term will usually be more productive than changing members.
- ☐ Teams can be brought together at times for large group discussion or debates.
- ☐ Team activities can be evaluated, using a given criteria, and all team members who participate receive the same grade or points. Students can help develop the evaluation criteria.
- ☐ Team members can evaluate each other using a ranking system or by assigning points.
- ☐ Team presentations before the whole group can be evaluated by the large group and points can be tallied.
- ☐ The team grade or score can be used as one component of the final grade in addition to individual work.
- ☐ Since they will have to work with different types of people in the "real" world, team members should be encouraged to solve personnel problems whenever possible.
- ☐ Teams can provide opportunities for self-concept development and feelings of accomplishment.

A 'Lesson on Leisure' Module

[This module is included in the appendix as an example of how self-concept and decision making can be integrated into another instructional topic.]

TITLE/TOPIC: "You Deserve a Break Today" or Learning About Leisure

AUDIENCE: High school students and/or adults

RATIONALE: We hear a great deal about leisure and the use of leisure time in our society today. There has been a recent increase in the consumer aspect of leisure time because a great deal of money is spent on leisure activities and equipment. We make many decisions related to leisure and our resources. We must consider not only money but energy and time. Some people have more leisure time than they really want, while others must plan very carefully to have any regular leisure time. Definitions of leisure time can be analyzed in relation to lifestyles and personal needs. We are a part of a society that emphasizes leisure--but what does leisure really mean?

OBJECTIVES:

1. Define leisure in a broad, general sense.
2. Develop an awareness of the scope of leisure time activities.
3. Realize that the concept of leisure varies according to personal lifestyles.
4. Analyze leisure in relation to consumer and environmental concerns.
5. Evaluate leisure in relation to the management process and decision making.
6. Develop a personal plan for using leisure time.
7. Participate in selected leisure time activities.
8. Recognize leisure activities as a means of enhancing one's self-concept.
9. Value leisure as a means of revitalizing the self.

CONTENT OUTLINE:

- A. What is leisure?
 1. Personal definitions
 2. Dictionary definition
 3. Definition from other sources
- B. What can be considered leisure time activities?
 1. Variety of activities
 2. Individual versus group activities
 3. Active versus rest oriented activities
 4. Free versus cost activities
 5. Home versus away activities
 6. Work versus recreational activities
- C. Who decides what is leisure?
 1. Lifestyle influences
 2. Interests and hobbies
 3. Needs and wants
 4. Personal satisfaction
 5. Influence by significant others
 6. Relationship to age and sex
 7. Life cycle stage



- D. What consumer concerns are related to leisure?
1. Equipment
 2. Clothing
 3. Dues and fees
 4. Repairs and upkeep
 5. Travel
 6. Lessons
 7. Career Options
 8. Retirement
 9. Environment
- E. How is leisure related to management and decision making?
1. Time
 2. Money
 3. Energy
 4. Resources
 6. Responsibilities
 7. Schedules
- F. What should be considered in a personal plan for leisure?
1. Constructive leisure
 2. Destructive leisure
 3. Personal goals
 4. Personal resources
 5. Self-assessment
 6. Self-concept
- G. What are some leisure time categories?
1. Sports
 2. Relaxation
 3. Hobbies
 4. Self improvement
 5. Fitness
 6. Profit making
 7. Investments
- H. What is the value of leisure?
1. Renewal
 2. Relaxation
 3. Self-esteem
 4. Status
 5. Health
 6. Tradition



TEACHING/LEARNING STRATEGIES:

1. Brainstorm leisure activities.
2. List 10 favorite activities
3. Make a collage of leisure activities.
4. Bring items, in a brown paper bag, that represent favorite leisure activities.
5. Interview people about leisure activities.
6. Investigate cost of leisure activities.
7. Compile advertisements for leisure time activities.
8. Keep a record of leisure activities, time and money.
9. Make a time plan for more leisure.
10. Analyze use of leisure by age and gender.
11. Apply decision-making process to activities.

TEACHING/LEARNING STRATEGIES: (Continued)

12. Bring in resources for leisure activities.
13. Teach a new skill to someone else.
14. Invent a leisure time game.
15. Present a 3-minute lecture on how leisure time relates to self-esteem.
16. Plan leisure time activities for a special group.
17. Collect cartoons about leisure time.
18. Prepare a file of leisure time articles.
19. Analyze the use of leisure time on television programs.
20. Evaluate watching television as a leisure activity.
21. Do a research project on some aspect of leisure.
22. Invite a guest speaker to talk about leisure.
23. Prepare A-V materials about leisure.
24. Take an awareness quiz related to leisure.
25. Mass produce a leisure time product such as T-shirts.
26. Do a leisure time cost analysis.
27. Write a newspaper article about leisure time.
28. Write a letter to your congressperson about legislation related to leisure.
29. Design the perfect environment for leisure time activities.
30. Analyze music in relation to leisure time.
31. Do your favorite leisure activity while simulating a handicap.
32. Analyze career opportunities related to leisure activities.
33. Design a handout about leisure time.
34. Participate in relaxation activities.
35. Plan a leisure time activity that will improve the environment.

EVALUATION STRATEGIES:

- | | |
|-----------------------|--------------------|
| 1. Pre-test/Post-test | 5. Log or journal |
| 2. Self-assessment | 6. Progress charts |
| 3. Objective test | 7. Check sheets |
| 4. Performance test | 8. Rating scales |

NCTE: Use some of suggested strategies as interest approaches or to introduce the topic.

Examples: Are you more like . . .

- . . . a golf ball or a basketball? Why?
- . . . the game of tennis or football? Why?
- . . . a running shoe or hiking boot? Why?
- . . . a sweatsuit or a bathing suit? Why?
- . . . a bicycle or a golf cart? Why?
- . . . a tent or a cruise ship? Why?
- . . . a porch swing or skateboard? Why?
- . . . a television set or a computer? Why?
- . . . a book to read or a musical instrument? Why?
- . . . MTV or classical music? Why?

Bulletin Board

Materials for Background or Letters

Advertisements
Beach towel
Bed sheets
Burlap
Carpet samples
Cartoon
Catalogues
Collages
Computer paper
Construction paper
Contact paper
Cork
Cotton balls
Curtains
Draperies
Fabric
Felt
Foil
Grass cloth
Greeting cards
Grocery bags
Junk mail
Labels
Maps
Newspapers
Plastic tablecloth
Playing cards
Sandpaper
Shelf paper
Synthetic fur
Travel posters
Wallpaper
Window screen
Wire screen
Wrapping paper
Yarn

Bulletin boards are
a good way to recycle
classroom materials

Themes

Clock--TIME TO...
Owl--BE WISE...
Steps--STEP TO...
Traffic Signal--STOP or GO
Stamp--STAMP OUT...
Stop sign--STOP AND...
Scales--BALANCE YOUR...
Swing--SWING INTO...
Footprints--PATH TO...
Road or highway--ROAD TO...
Bear--THE BARE FACTS...
Mirror--A REFLECTION OF...
Rocket ship--BLAST OFF...
Picture frame--PICTURE THIS...
Sports figure--TEAM WORK...
Computer--HIGH TECH-
HIGHTOUCH...
Monkey--DON'T MONKEY
WITH...
Athlete--SCORE WITH ..
Camera--ZOOM INTO...
Zipper--ZIP UP...
Fishing pole--FISHING FOR...
Puzzle--PUZZLED ABOUT...
Music note--NOTE THIS...
Robot--CONTROL YOUR or
YOU ARE IN CONTROL...
Cat--THE PURRFECT...
Check mark--CHECK UP or
CHECK OUT...
Scissors--CUT OUT THE...



3-D Effects to Make Pictures or Letters Stand Out

Pieces of sponge
Half thread spools
Wire springs
Accordion folded paper
Paper plate

To Add Special Effects

Make doors that open
Add boxes or packages
Attach puppets/figures
Mount dials that turn
Make arrows that point
Include flaps that lift up
Make arms/legs movable
Put faces on objects
Create visuals on computer

Special Lettering

Cut block letters from
different materials
Paint with a twig
Cut letters from erasers
and use as stamps
Design lettering on
computer
Use Q-tips to form letters
Use popsicle sticks
Write with colored glue
Form pipe cleaner letters
Write with yarn or string
Use clothespins as letters

Interactive Visuals on a Bulletin Board:

Students pick leaves off
tree to get assignments
Students place leaves on
tree or flowers on
branch to show progress
Students place faces to
show feelings about topic
or progress on chart
Students spin wheel to
pick duty or topic